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ABSTRACT

The reading lists in this document are designed as guidelines for the elementary school librarian in selecting materials about Afro-Americans for students and teachers, and for information purposes. The lists are also designed as background reading for elementary school teachers for preparing a curriculum of integrated materials, in using instructional materials about Black people, while teaching inter-group relations, and for in-service training programs. (KG)

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A READING LIST FOR ELEMENTARY TEACHERS

the NEGRO AMERICAN

PREPARED FOR EIC BY

JOAN FERRANTE

UD 009 474

EDUCATIONAL
IMPROVEMENT CENTER

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The writer wishes to acknowledge those persons who provided guidance about books, children, and materials about Negroes.

Lillie Caster, Assistant Professor of Library Science, gave of her time providing deeper insight in the process for selection of children's books involving Negroes.

Frank Goodfellow, Campus School Librarian, provided a background of selection and an awareness of present trends about books with Negroes.

John W. Robinson, D.D.S., Camden, N.J., presented an approach to books about Negroes as being "traditional", acceptable to whites. The Negro was not represented as a successful individual, but in the shadow of white accomplishments. The omission of the Negro in our history books was due to an economic approach rather than a human approach to past events.

Nida E. Thomas, Director, Office of Equal Educational Opportunity, State of New Jersey, Department of Education, suggested the need of "how" in integrating materials about Negroes. When librarians, teachers, and administrators have the sources presenting a background about Negroes, then what? What materials showing Negroes are available for children designed to develop better Human Relations? How could these materials be used in the existing curriculum in the elementary schools?

Robert Simons, Executive Secretary of the Curriculum Development Council, provided curriculum guides of districts involved in integrating materials about Negroes; pamphlets and other materials that suggested approaches for successful integration.

The writer would like to acknowledge those who encouraged the pursuing of this project.

June Shagaloff, Education Director, National Association for the Advancement of Colored People, New York; John Harmon, member of the National Council of the Association for the Study of Negro Life and History, White Plains, New York; and Herb Douglas, director of Martin Luther King Scholar Program at Glassboro State College.

Appreciation is extended to Rinehart Potts, Coordinator of Grants, and Cherles Boltz, Acting Department Chairman of Library Education, Advisers, for their guidance.

Deepest appreciation goes to my husband and sons for their patience, understanding, and cooperation.

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CHAPTER I

THE NEED FOR INTEGRATING MATERIALS

The freedom of one's mind, a mentality shorn of prejudice and divested of fears and phobias. Free minds - minds that are neither credulous nor dogmatic - are the products of reading and study, informed by critical reflection. Such minds are not acquired without effort. But their value is beyond price. For ultimately the free mind is the greatest of franchises, the perennial source in which all other franchises find their firmest roots.

--Benjamin Quarles

The Negro is becoming visible in recently published materials for classroom use. The history of the Negro and those who played important roles in its development is being researched. Some high schools are offering a course about Negro history, though treating the subject separately is still keeping the Negro segregated. Some high schools have developed curriculum guides with suggestions of what to integrate about the Negroes and their accomplishments into the regular courses of United States History. The junior high schools follow a pattern similar to the high schools.

What can be offered about Negroes to the youngsters in the elementary school? These are the impressionable years, the time when attitudes toward human relationships are established. The Negro child sees an all-white world in the materials he uses. This presents a self-image of inferiority, and can create a breeding place of white prejudice.

The need to have a balanced program in the elementary school is critical.

The location of the school or the percentage of Negroes attending will have little to do with the need. White children as well as Negro children need to know the reality of the Negro's position today. He is seen in every walk of life and should not be sterotyped in the role of a plantation worker, or in other subservient roles.

This project is designed to provide a guide for those who are involved in the elementary school curriculum and who need to know more about the media involving Negroes. The information provided will help sensitize educators to sources of identification for Negroes.

This project is a curriculum aid for the primary grades, Kindergarten through third grade, and for the intermediate grades, fourth grade through sixth grade. The reading lists provided for each level have been selected to supplement the social studies programs in the grades stated. Use of the lists can be extended to other areas of study.

Before integrating Negro material into the traditional all-white curriculum, a background of Negro history is needed for those involved. A reading list is included in Chapter II that will be helpful to the administrator, librarian, and teacher before integrating the curriculum.

A review of what literature educators are recommending for meeting the needs of the Negro in schools is included showing the important role of books and other materials. A criterion for selecting materials about Negroes evolves from these sources.

Chapter III presents curriculum topics used in grades K-6 in the Social Studies programs. In this area inter-group relations are considered, allowing for the inclusion of information about the Negro. Curriculum guides are formed with the idea of being of assistance to teachers in order to free them from the limitations of a single textbooks. Chapter III presents a reading list with curriculum ideas for each grade level, as a selection aid for a library list that would be prepared to meet a particular need as seen at a particular time. All items have been selected to show white and Negro children and adults at work and at play together. In the intermediate grades where the anthropologic interests start, African and Negro history items have been included to balance the study.

The reading lists serve as a guideline for the elementary school librarian in selecting information about Negroes for students, teachers, and administrators.

The reading lists provide background reading for elementary school teachers: in preparing a curriculum of integrated materials; in using instructional materials about Negroes; while teaching inter-group relations; before entering a school system with Negroes; and for in-service training programs.

The reading lists establish a guideline for elementary school administrators in selecting materials for instructional purposes and

background reading before developing a program.

The reading lists contain materials for the students in the classroom and independent use showing inter-group relations.

CHAPTER II

SENSITIZING THE ELEMENTARY SCHOOL PERSONNEL TO THE NEGRO

A BALLAD OF NEGRO HISTORY

There is so much to write about
In the Negro race,
On each page of history
Glows a dusky face.
Ancient Pharaohs come to mind
Away back in B.C.
Ethiopia's jewelled hand
Writes a scroll for me.
It was a black man bore the Cross
For Christ at Calvary.
There is so much to write about
In the Negro race.
Though now of Ghana's Empire
There remains no trace,
Once Africa's great cultures
Lighted Europe's dark
As Mandingo and Songhay
Cradled learning's ark
Before the Moors crossed into Spain
There is so much to write about
To leave their mark.
In the Negro race.
E're the ships of slavery sailed
The seas of dark disgrace,
Once Antar added
Winged words of poetry's lore
And Juan Latino searched
The Medieval heart's deep core--
All this before black men in chains
At Jamestown were put ashore.
There is so much to write about
In the Negro race,
So many thrilling stories
Time cannot erase;

Crispus Attuck's blow for freedom,
Denmark Vesey's, too.
Sojourner Truty, Fred Douglass,
And the heroes John Brown knew--
Before the Union Armies gave
Black men proud uniforms of blue.
1863--Emancipation!
The Negro race
Began its mighty struggle
For a rightful place
In the making of America
To whose young land it gave
Booker T. and Carver--
Each genius born a slave--
Yet foreordained to greatness
On the crest of freedom's wave.
Paul Laurence Dunbar
Penned his rhymes of lyric lace--
All the sadness and the humor
Of the Negro race.
To the words of colored Congressmen
The Halls on Congress rang.
Handy wrote the blues.
Williams and Walker sang,
Still on southern trees today
Dark bodies hang.
The story is one of struggle
For the Negro race--
But in spite of all the lynch ropes,
We've marched to take our place:
Woodson, Negro History Week,
DuBois, Johnson, Drew,
Cullen, Maynor, Bunche,
The cultural record grew.
Edith Sampson went around the world
To tell the nations what she knew--
And Josephine came home from France
To claim an equal chance
Through song and dance.
There is so much to write about
To sing about, to shout about
In the Negro race!
On each page of history
America sees my face--

On each page of history
We leave a shining trace--
On each page of history
My race!
My race!
My race!
-- Langston Hughes

In order to provide a balanced program, the available resources must be comparable. The library is expected to provide these necessary sources. The responsibility of the school library in this regard is stated in the school library bill of rights prepared by the American Library Association, in July 1955. School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. The responsibility of the school library is:

> To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
>
> To provide materials that will stimulate growth in factual knowledge, literary appreciation, esthetic values, and ethical standards.
>
> To provide a background of information which will enable pupils to make intelligent judgements in their daily life.
>
> To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
>
> To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
>
> To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.[1]

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[1] U.S., Congress, House, Committee on Education and Labor, Books for Schools and the Treatment of Minorities, Hearings, before the Ad Hoc Subcommittee on De Facto School Segregation of the Committee on Education and Labor, House of Representatives, on Books for Schools and the Treatment of Minorities, 89th Cong., 2nd sess., 1966, p. 210.

Lerone Bennett, Jr., author and senior editor of Ebony Magazine stated that "America's current domestic crisis is a reflection of the failure of our schools to perform their basic function of preparing youths to live productive and mature lives in a multiracial society."[2]

Schools can justify their existence by how well they help children and youth learn what they need to know for a productive, useful, and satisfying life. Children must grow in knowledge, in sensitivity, and in human relations skills in order to reach their full stature as human beings. Schools need to create a climate which enables children and youth to develop a healthy concept of themselves--a concept which tells them that as individuals they have dignity and worth, a concept which reflects confidence in the ultimate achievements of their goals.[3]

The social studies program develops basic concepts about people, their motivations, their traditions, and their institutions, which are intellectual bases for social sensitivity.

Books give the reader the immediate and vivid impact of experience. They help students step from unrealistic lives into situations that they may never know in actuality, and into problems remote in time, place, or social distance.

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[2]U.S., Congress, Books for Schools, p. 213.

[3]Muriel Crosby, Reading Ladders for Human Relations (Washington, D.C.: American Council on Education 1963), p.2.

To insure a program that will meet the needs of the students, the cooperation of teachers and librarians is required. Librarians can direct teachers toward books that offer experience in relation to particular problems. These can enlarge the teachers' perception and help him to see many additional facets of a problem.

The teacher should know the reading abilities as well as the cultural and emotional backgrounds of his children. The librarian needs to know this, too, as well as the books he recommends.

The lack of materials about Negroes in the elementary schools has been due primarily to the lack of educationally sound materials for primary and intermediate pupils, and the funds have been limited, even when suitable materials are appearing on the market.[4]

Many youngsters from minority groups fail in school because the materials in the classroom do not correspond to anything they experience in life.[5] Students must become sensitive to the relationships in their immediate environment and to those differences which affect their own generation. Later they can comprehend the historical context out of which some of their problems have arisen.[6]

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[4]Houston Independent School District Curriculum Division, "Report on Study of Negro History" 1968, unpaged.

[5]Bennetta B. Washington, "Books to Make Them Proud, "NEA Journal (May, 1966), 21.

[6] Crosby, Reading Ladders, p. 6.

Social Studies offers an opportunity for moving from the world of today to that of the past. There is the need for students to realize that the Negro has been an integral part of every phase of this nation's history.

The Negro youth must be given a sense of involvement and security as he faces the new trend of being included in the mainstream of life. He must be taught racial pride; he must be made aware that his ancestors contributed much to the growth and development of this country; he must be shown that he is a normal member of the community.[7]

The most plastic and formative period of a child's life occurs during the time he spends in elementary school. It is the place to attempt to instill in children race conscious and race pride, so that they may have and foster ideals, ambitions, aspirations, and goals.[8]

In an attempt at massive education of Negroes in Negro history, the Freedom School (founded by Harlem Parents Committee), stated the following five purposes for their curriculum:

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[7]Dharathula M. Millender, "Selecting Our Children's Books; Time for Some Changes", Changing Education (Fall, 1966), 13.

[8]J. O. Lucas, "In the Elementary School" in Negro History in the Home, School, and Community; a Handbook (Washington, D.C.: The Association for the Study of Negro Life and History, Inc., 1966), p. 18.

1. To dispell negative self-images in Negro children
2. To change the image of Negroes in the minds of whites
3. To give the children a knowledge of a culture to identify with in a positive way
4. To analyze the system of American society to determine why the Negro is in the position he is in
5. To teach the Negro children a pride in their ancestors[9]

These purposes can be adapted to the integration of Negro information into an all-white curriculum.

A curriculum should serve as a primary prevention of social deviations associated with the deprived. The curriculum should stimulate the healthy growth and use of individual resources. The curriculum needs to overcome and break the chains of social and historical limitations, which has current significance to the race relations and education in the United States.

Bibliotherapy is one of the methods used by school personnel to positively motivate a child's behavior and contribute to his social development.[10]

Children's reading affects their behavior, there it is important to know what kinds of attitudes and values the people have whom children

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[9]U. S. Congress, Books for School, p. 70

[10]Clara J. Kircher, Behavior Patterns in Children's Books; A Bibliography (Washington, D.C.: The Catholic University of America Press, 1966), p. iii.

the books they read. It is the responsibility of teachers and librarians to know more of the subtle content of books - the values approved and the traits attached to favored and nonfavored characters in children's fiction. With this knowledge, teachers and librarians can better select books that can bestow a heritage of hope, faith, love, honor, beauty, courage and fairness in children.[11]

Many sources that are concerned with the quality of Negro materials published today have recommended criteria for selection of these materials. The market is carrying a greater quantity of information about Negroes, and careful examination of the materials is needed before selection.

Children have been taught to hate; children need material that moves them to love and to hold out a helping hand. [12] By means of books, children cross the wide chasms of ignorance, fear, and prejudice which often separate people of different cultures.

The Negro is making rapid strides toward a better education and standard of living for his people. The Negro finds it very difficult to accept stories which present to the Negro child only the poverty

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[11]John P. Shepard, "The Treatment of Characters in Popular Children's Fiction, "Elementary English, (November, 1962), 676

[12]Helen Kay, "Blackout of a Negro Child, "Top of the News, (November, 1965), 61.

stricken and the less educated members of his group. The Negro is trying to develop in his children a sense of security and self-respect.[13]

Material has been developed for deprived children. But this is alienating them from the right to share the same dreams and hopes as other children. Their need for more active experiences in learning may be no different from the needs of other children who spend too much time in passive learning.[14]

Library books in which the characters happen to be Negro should be arranged with the regular collection, for they can be as important to white children as they are to Negro children.

Charlemae Rollins states:

> It has become evident that reading good books can increase social sensitivity of a child and help him to extend his experiences to gain new insights, appreciations, and understanding of himself and others. More stories for younger children are needed because it is at this age that a child is introduced to the printed word and the illustrated book. These build a firm foundation of acceptance so that the child can come to recognize that people are people in spite of their physical differences.[15]

In selecting books about Negroes, stories should present characters as individuals, not as representatives of groups. How the

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[13]Sister Mary DePaul Klein, "The Negro as Presented in Children's Literature" (unpublished Master's Thesis, St. John College, Cleveland, 1966), p. 28.

[14]Gayle Janowitz, Helping Hands; Volunteer Work in Education (Chicago; The University of Chicago Press, 1965) p. 71.

[15]Charlemae Rollins, We Build Together, A Reader's Guide To Negro Life and Literature for Elementary and High School Use (Illinois: National Council of Teachers of English, 1967), p. xii

Negro is depicted through illustrations is important; such as, non-stereotyped illustrations, with realistic pictures and photographs. Photographs are superior to drawings: the former are realistic, while the latter remain impressionistic. Most school books that treat members of minority groups with dignity are those written for the primary grades.[16]

The Negro does not have to be the main character, but just a part of the normal, integrated situation, or just seen in the illustrations. With this casual inclusion the youngster as a beginning reader will accept the fact that the Negro is a part of the community. To have Negro men and women of local communities who are contributing to improving human relations visit the classroom would make the fact a reality. This is done when discussing community helpers. Others may be selected whose careers will be inspiring to small children.

Items containing dialect should be avoided as far as possible, although some songs containing dialect may be used. Dialect is

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[16]Washington, "Books," p. 22.

almost impossible for the young reader to read, and as listening material, it is difficult to understand. Idioms of speech are such sensitive things to capture that only a writer of the calibre of Langston Hughes can lovingly do them justice.[17]

Muriel Crosby states some cautions in selection:

1. Select books of reasonable quality in the age group
2. Avoid books which perpetuate stereotypes
3. Be on the alert for evidences of lack of sensitivity to racial, ethnic, and religious feelings
4. Evaluate books for human relations by evidences of:
   a. Descriptive behavior
   b. Motivating forces
   c. Presentation of a variety of hypothesis for each behavior pattern
   d. Discussion of methods of dealing with problems in human relations
   e. Integrative forces in reaching solutions to problems
   f. Sensitivity to a variety of alternatives in choice making[18]

The books on Negro history in this paper are for the most part intended for adults. These books are included primarily for the sake of the teacher's own education. Without a knowledge of Negro history, one is obviously in no position to teach it. It is imperative that educators become informed in this long-neglected and urgently

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[17] Kay, "Blackout," p. 61.

[18] Crosby, Reading Ladders, p. 14.

needed area. The conscientious teacher must look beyond her classroom texts to find sources that will enable her to teach her students a more balanced view of American history. To incorporate the story of the Negro into that of the white, just as history itself was lived simultaneously by men of both colors, the teacher is going to need a good background of the subject.[19]

To study the Negro heroes and their contributions to American life affords a convenient medium for studying the history of the whole Negro American group. Both are in internal evolution and in a changing situation in the developing American social frame. [20]

The Portland (Oregon) Public Schools made a curriculum guide about Negro history to provide guidance to teachers in their broad fields of study, and to show what is being taught in their schools about the Negro American. The guide included those individuals who have made noteworthy contributions to American life, who have achieved leadership in their fields of study or endeavor, or who have been involved in a specific event with Negro participation.[21]

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[19] Katherine Baxter, "Negroes in the School Curriculum; Suggestions for Teachers, Grade K-12, "(prepared as part of the work of the Education Committee of the Upper Merion Fair Housing Council, October, 1966), unpaged.

[20] Division of Curriculum and Instruction, Camden City Public Schools, "Afro-American Biographies, "Camden, New Jersey,n.d., unpaged.

[21] Portland Public Schools, "The Role of the Negro in American History," Portland, Oregon, 1968, p.2.

The Association for the Study of Negro Life and History has stated:

> There is a need for Negro History in an era of changing human relations, and we need to study the history of the Negro in a society which is rapidly shaping itself into an integrated pattern. With advances in human relations, and particularly with the advent of school and job integration, there are those who believe that the emphasis and use of Negro History are becoming unnecessary. No one could be more mistaken, for Negroes and whites continue to face challenging falsehoods concerning the Negro's participation and performance in history and civilization. The claims of the Negro People for opportunities are still being denied on the basis of an assumed unworthy past. Slavery and segregation have concealed so completely the capacities and personalities of Negroes that there is need for a sustaining faity in themselves, and for whites to be informed.[22]

This could be used to justify any action toward the development of an integrated program with Negro material.

When selecting literature involving the Negro, the selector should use Woodson's statement as a guide:

> The Negro can be made proud of his past only by approaching it scientifically himself and giving his own story to the world. What others have written about the Negro during the last three centuries has been mainly for the purpose of bringing him where he is today and holding him there.[23]

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[22]Association for the Study of Negro Life and History, 1966 Negro History Week Pamphlet, (Washington, D.C.: Association of the Study of Negro Life and History, 1966), p.9.

[23]Woodson, C.G. "The Study of the Negro," in Negro History in the Home, School, and Community; a Handbook, (Washington, D.C.: The Association for the Study of Negro Life and History, Inc., 1966), p.9.

The selection of literature or any other forms of material that will aid in establishing a background for librarians, teachers, and administrators will be directed by the needs of the students.

Does the school staff have some understanding of the social backgrounds of their children? Do they know the temporary limitations that might have been imposed by these backgrounds? What can be done to adjust the curriculum and texts to current life realities?

The following are some suggestions to initiate an integrated program:

1. Teachers and school librarians should concentrate on Asia and Africa in ordering new children's books, partially filling the vacuum which now exists.
2. Each teacher may wish to select one country or set of countries and learn about that culture.
3. One- and two-week workshops should be planned for teachers to improve their knowledge of these countries,... to include meals and entertainment related to the cultures studied.
4. Social studies teachers must continue to assume responsibility in furthering their education. Rapidly changing conditions in the world, the expansion of knowledge, and the increased availability of social studies materials mandate that teachers continue to study. Such study may be in the form of in-service education workshops, travel, selected television programs, independent reading, and special seminars.[24]

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[24]The Illinois Curriculum Program, Teaching the Social Studies in Grades K-Nine. (Illinois: The Illinois Curriculum Program, 1962), p. 81.

The following reading list has been developed to be useful to teachers, librarians, and administrators by helping them establish a background about Negroes to supplement their current curriculum and library. It will guide those who are involved in integrating curricula to the many possibilities for giving visibility to the role of Negroes in our society.

The sources would be an addition to the teachers' library, which should be centrally located for all teachers to use, or could be located, as a separate section, in the school library. The Teachers' Library: How to Organize It and What to Include by the NEA is a guide for starting one.

Adams, Russel A. Great Negroes, Past and Present, Chicago: Afro-American Publishing Co., Inc., 1964.
Short biographies of over 150 outstanding Negroes; African chieftains to present day leaders.

Anderson, Margaret. The Children of the South. New York: Farrar, Straus, and Giroux, 1966.
An actual story of the integration of schools in 1954.

Bennett, Lerone. Before the Mayflower. Chicago: Johnson, 1964.
Negro in America from 1619-1964.

Cohen, Irving. The Negro in American History. New York City Board of Education, 1964.
Easy to read and comprehensive.

Cuban, Larry. Negro in America. Chicago: Scott, Foresman and Co., 1964.

Durham, Phillip and Jones, Everett L. The Negro Cowboys. New York: Dodd, Mead, 1965.
Negroes who rode the Western trails after the Civil War.

Franklin, John Hope. From Slavery to Freedom. New York: Knopf, 1967.
A survey of Negroes: political, cultural, and social.

_____. The Militant South: 1800-1861. Boston: Beacon, 1964.
A study of the militaristic and expansionist thinking of the slave South before the Civil War.

Katz, William. Eyewitness: The Negro in American History. New York Publishing Corp., 1968.
From the African backgrounds to the civil rights movement today.

_____. Teacher's Guide to American Negro History. Chicago: Quadrangle Books, 1968.
A basic handbook for schools and libraries with up to date bibliographies and audio-visual information. A core reference library and a complete plan for integrating American history curriculums.

Logan, Rayford W. The Betrayal of the Negro; from Rutherford B. Hayes to Woodrow Wilson. New York: Collier Books, 1965.
A review of the post-Reconstruction period.

McPherson, James M. The Negro's Civil War: How Negroes Felt and Acted During the War for the Union. New York: Pantheon Books, Inc., 1965.
The Negro's struggle for equality and justice in the North during the Civil War.

Meltzer, Milton, ed. In Their Own Words: A History of the American Negro, 3 vol., Illustrated with contemporary engravings and facsimilies. New York: Thomas Y. Crowell, 1964 (vol. I), 1965 (vol. II) 1967 (vol. III).
A documentary history: Vol. I-1619-1865; Vol. II - 1866-1916; Vol. III - 1916-1966.

Mott Adult Education Program (comp.) Selected Articles on the Negro-American in the Social Revolution. Flint, Michigan: Lecture-Discussion Department, Flint Board of Education, n.d.

Ploski, Harry A. and Brown, Roscoes C. (comp. and ed.). Negro Almanac. New York: Bellwether Publishing Co., 1966.
Historical and current information in 27 sections.

Quarles, Benjamin, The Negro in the Making of America. 2nd. ed. New York: P. F. Collier, Inc., 1964.
History of the Negro in America; organized according to the main chronological periods of our history.

Salk, Edwin. A Layman's Guide to Negro History. New York: McGraw-Hill, 1967
A bibliography and a compendium. Sections list A-V materials, periodicals, teaching materials, prominent people, organizations, etc.

Woodson, Carter G., and Wesley, Charles L. The Negro in Our History. Washington, D.C.: Associated Publishers, Inc., 1958. Negro inventors and business men of this period.

_____. The Story of the Negro Retold. Washington, D.C.: Associated Publishers, Inc., 1964.
Basic information on the many Negro contributors to American history.

Woodward, C. Vann. The Strange Career of Jim Crow. rev. ed. New York: Oxford University Press, 1966.
Describes the "on-again-off-again" patterns of segregation of Negroes from slavery times to the present.

CHAPTER III

THE NEGRO IN THE CURRICULUM

Things common to all men.....

All men must eat - shelter themselves - procreate - die.
All men have language in order to store and pass on culture.
All men have groups or societies to accomplish tasks - to maintain their existence.
All men have rules to channel their behavior - as absence of would make for chaos.
All men have statuses, and some have many roles within each status.
All men have religions through which they seek to explain the world around them.

--Mott Adult Education Program
Flint, Michigan.

It is through social studies that children gain needed knowledge and understanding of the world in which they live and of themselves in relation to their environment. Opportunities are provided to practice citizenship through group work. The objectives in social studies are to develop the understandings, skills and behaviors, and values which are needed to make good citizens. The major concepts found in the social studies curriculum are: democracy, interdependence, the bond of common humanity, adaptation, variety in life and nature, change, space, and time.[25]

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[25] State Board of Education, Alabama, Course of Study, Volume V, Grades 1-6. (Alabama: State Board of Education, 1965), p. 199.

The social studies program for a school must include a wide variety of social understandings, the attainment of certain attitudes, and the development of skills which increase man's ability to live with others in a mutually acceptable fashion. A three-dimensional framework has been suggested for the development of a well-rounded social studies program:

1. Basic activities of living
2. Expanding communities and geographic areas.
3. The concepts and values inherent in a free society.[26]

The purposes concerned with the past are:

1. We must become aware of the heritage of our country, understand it, and identify ourselves with it.
2. We need to find a more adequate solution to the problems which we as a nation face in a changing world.[27]

The social studies curriculum is usually divided into sections or divisions, focusing upon man's organized social relationships. The presentation of the content in the elementary school is adapted to the interests and aptitudes of the pupils of the various grade levels.

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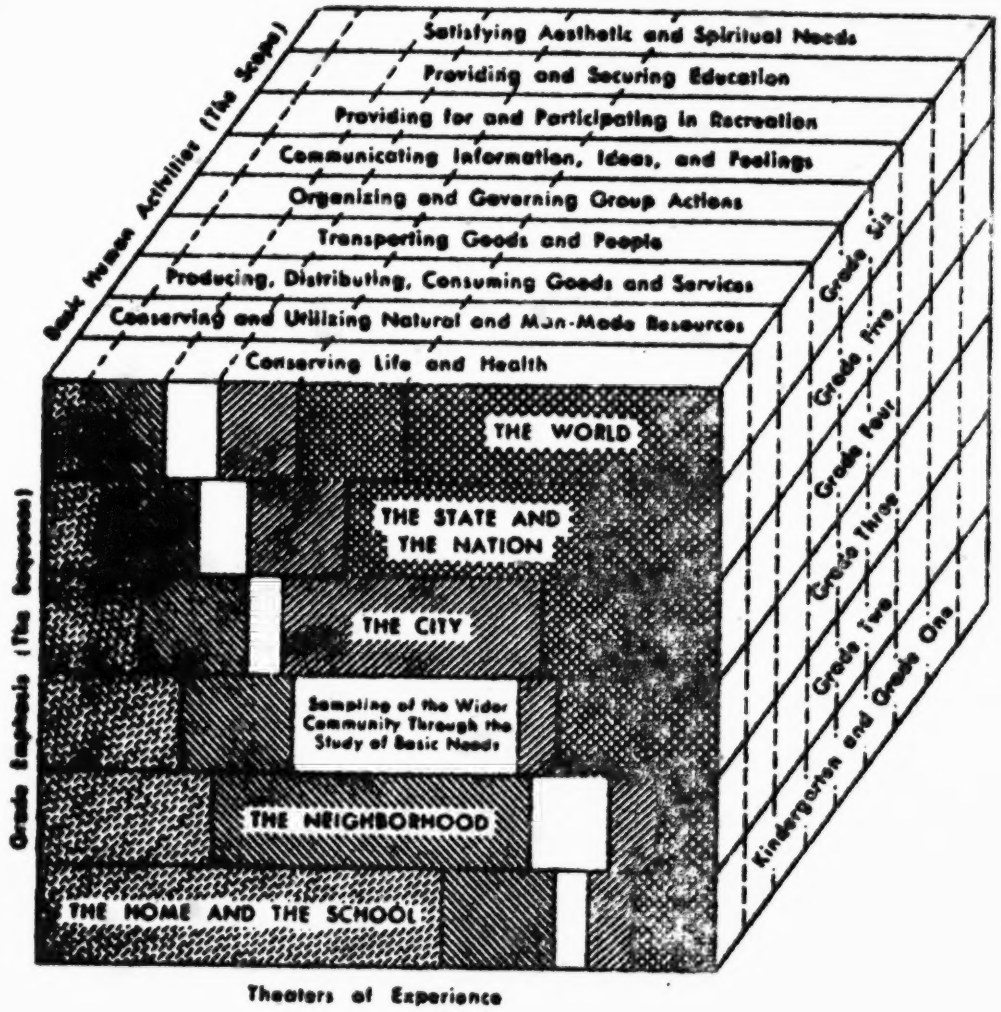
[26]The Illinois Curriculum Program, p. 3.

[27]Ibid., p. 91


Basic Human Activities (The Scope)
Satisfying Aesthetic and Spiritual Needs
Providing and Securing Education
Providing for and Participating in Recreation
Communicating Information, Ideas, and Feelings
Organizing and Governing Group Actions
Transporting Goods and People
Producing, Distributing, Consuming Goods and Services
Conserving and Utilizing Natural and Man-Made Resources
Conserving Life and Health
Grade Emphasis (The Sequence)
THE WORLD
THE STATE AND THE NATION
THE CITY
Sampling of the Wider Community Through the Study of Basic Needs
THE NEIGHBORHOOD
THE HOME AND THE SCHOOL
Grade Six
Grade Five
Grade Four
Grade Three
Grade Two
Kindergarten and Grade One
Theaters of Experience

This diagram shows how the elementary school has utilized the "expanding environment" concept.[28]

An introduction to a curriculum study states that those who are desirous to teach inter-group relations usually do not know what to do. In improving intergroup relations one can run into many different problems.

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[28]The Illinois Curriculum Program, p. 91.

> There are problems of development of attitude and conduct during childhood and adolescence, problems of housing, status, and many others. Educators are in a strategic position to work, throughout schools, in the area of development of attitude and conduct during childhood and adolescence.
>
> The severe obstacles for improving inter-group relations seem to be the notorious lack of confidence and self-esteem of most minority groups. Educators...have the opportunity to help develop the self-esteem of the Negro boy or girl and attitudes of respect and equality in Caucasian children.[29]

The objective of presenting the "expanding environment" concept by each grade level with books is that it would illustrate inter-group relations and aid the educators in the development of desired attitudes.

PRIMARY GRADES (Kindergarten - third grade)

The work of the primary grades centers around the home, school, and immediate community. There should be opportunities for children to expand their time and space concepts. This expansion should be done largely through discussion of current happenings in the community, through reading and discussing library books, and through related phases of studies centering around the community.[30]

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[29] "Recommendations -Resources-Activities for: Integrating the History and Culture of Negro-Americans Into the Existing Social Studies Curriculum" (prepared by the Teachers of Washington Elementary School, in cooperation with the Illinois Commission on Human Relations, April, 1967), unpaged.

[30] State Board of Education, Alabama, Course of Study, p. 236.

Cultural concepts:

1. The family is the basic unit in most cultures, the source of many of our beliefs, and the determiner of our ways of living.
2. The children living in our community are alike in many respects, but differ in other ways. Each family has some things it likes which differs from those enjoyed by other families. Tastes differ, too, in a single family.
3. Many holidays are celebrated in many parts of the world, but not in the same way. All peoples do have special ways of celebration, and many are connected with religion and the church.
4. Judgments on whether an act is desirable or undesirable depend on the cultural framework.
5. The high degree of interdependence of the modern world requires that one be concerned about the welfare of others if one wants to protect his own welfare.

6. The United States has a predominant national culture, but there are also many sharp cultural differences according to social backgrounds, and regional differences related to history, geography, or the national origin of the local population.[31]

Kindergarten

Kindergarten should provide an atmosphere in which each child may succeed, satisfying experiences in group living, many interesting experiences cutting across subject matter areas.[32]

Kindergarten provides experiences in social living that help children:

1. Clarify and further their understandings of every day situations
2. Have chances to talk about some of their experiences and seek solutions to their problems
3. Expand their vision of home and family to include the immediate community and the beginnings of wider community such as farm and ranch life.
4. Participate in many first hand experiences and such vicarious experiences as may be appropriate
5. Learn to share ideas and materials
6. Begin to learn to appreciate and respect other people, their unique abilities and experiences
7. Learn how to develop successful and happy relationships with other people

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[31]The Illinois Curriculum Program, p. 73.

[32]Office of Instructional Services, "Kindergarten Guidebook" (prepared by a State Kindergarten Committee, Denver, Colorado, 1960), p. 2.

8. Accept necessary routines
9. Have opportunities to develop individual interests and abilities in a way appropriate for the Kindergarten age.[33]

The topics usually covered in Kindergarten that are of interest to the children and allow for the experiences listed above are:

1. Our home -- there are many kinds of houses, members of the family help one another, etc.
2. Experiences centering about the community -- the fireman, and other community helpers; the supermarket and other types of stores.
3. Experiences centering about transportation -- train, airplane, automobile, truck trailer, bus, taxicab, and boat.
4. Experiences centering about special occasions -- birthdays, patriotic holidays, and others.[34]

The following reading list contains picture books and easy reading books that show Negro children having experiences that most children have.

Ames, Jocelyn and Lee. City Street Games. New York: Holt, Rinehart, and Winston, Inc., 1963.
A picture book illustrating various games that can be played on city streets is the theme of this story. Games include hopscotch, various ball games, jump rope, marbles, statue, and others. Directions for each game accompany the illustrations which appear to be based in the New York tenement section.

Detroit Public Schools, Writer's Committee. Fun With David. Chicago, Illinois: Follett Publishing Co., 1962.
A very easy pre-primer, illustrated in color; the reading vocabulary here is suited to beginning primary children. It may be used as a basal reader. The story deals with a Negro family who befriends a little white boy.

_____. Laugh With Larry. Chicago, Illinois: Follett Publishing Co., 1962.
A very simple pre-primer, illustrated in color; the correct vocabulary from the first grade reading list is used. Larry, a little white boy, visits Jimmy, Debbie, and David, little Negro children.

_____. Play With Jimmy. Chicago, Illinois: Follett Publishing Co., 1962
A pre-primer illustrated in color, with a reading vocabulary suited to beginning primary children. Jimmy, a little Negro boy, plays

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[33]Ibid. p. 37.

[34]Office of Instructional Services, "Kindergarten Guidebook," p.45-59.

with Larry, a little white boy. Larry also befriends Jimmy's brother, David, and his sister, Debbie.

Galdone, Paul. Counting Carnival. New York: Coward-McCann, Inc., 1962.
Boys and girls are shown playing outdoors having a carnival day. Use of numbers from one to twelve and attractive rhymes and pictures add to the value of this book.

Grifalconi, Ann. City Rhythms. Indianapolis, Indiana: Bobbs-Merrill Co., 1965.
Text and illustrations convey vitality and movement and exuberance of the city life. Only through illustrations does the reader discover Jimmy is a Negro. Jimmy spends the summer hot months at various activities in the city.

Keats, Ezra J. The Snowy Day. New York: Viking Press, 1962.
This is a picture story book of a little Negro boy. He put a snowball into his pocket and went to bed. To his surprise, he found it missing in the morning. He dreamed the sun had melted the snow, but on awakening fresh snow was everywhere.

_____. Whistle for Willie. New York: Viking Press, 1964.
A Negro boy teaches himself to whistle.

Scott, Ann Herbert. Big Cowboy Western. New York: Lothrop, Lee, and Shepard Co., 1965.
A small Negro boy receives a cowboy suit for his birthday and becomes the biggest cowboy in town.

Shackleford, Jane Dabney. My Happy Days. Washington, D.C.: Associated Publishers, Inc., n.d.
Simple day-by-day experiences of a happy middle-class Negro urban family is the theme of this story. Highlighted are daily habits, meals, hobbies, holidays, health, schools and music. General information on community life is given.

Sharpe, Stella Gentry. Tobe. North Carolina: University of North Carolina Press, 1939.
Illustrations and text describe daily routine of a rural Negro family.

Showers, Paul. Your Skin and Mine. New York: Thomas Y. Crowell, 1965.
In spite of the difference in pigmentation, all skins are essentially alike. Teaches a lesson in race relations.

Vogel, Ilse-Margaret. Hello, Henry. New York: Parents Magazine Press, 1965.
Two boys named Henry become lost from their mothers in a supermarket. One is Negro and the other is white.

Williamson, Stan. No Bark Dog. Chicago, Illinois: Follett Publishing Co., 1962.
The story of a boy and his dog is told with the help of beautiful artistic pictures. The episodes are well written. The Negro author is director and designer for Follett Publishing Company.

Grade One

The chief emphasis for first grade in terms of spatial dimension and time is Home, School, Immediate Community, and Here and Now. The teacher needs to take advantage of the opportunities to extend the children's ideas of the far away and the past. The environment should also be widened through utilizing short meaningful problems relating to the larger world and to other people.[35]

> In most schools the major emphasis in this grade is on the home and the school. Obviously the idea of civic responsibility can be begun here. What can we do working together? What can I do? It might be worth-while to study some homes and schools of different cultures from our own. Another area of possible experimentation is the economic field. Emphasis on workers might be begun in terms of what the children's fathers do and how people in other countries do the same things which their fathers do.[36]

The books for the first grade and for kindergarten could be shared as their initial topics of study are the same.

Beim, Jerrold. Country Fireman. New York: William Morrow and Co., 1948.
The illustrations help to show Ricky's heroism in helping to save the home of another boy. Being a farm boy was one thing, but seeing volunteer firemen respond to an alarm in the village was another. That was why Ricky rode on the fire engine in the Fourth of July parade.

Brown, Jeanette Perkins. Ronnie's Wish. New York: Friendship Press, 1954.
A Negro boy's adventure in a zoo, with the wish that he could be grown up until he finds the advantages of being small.

Evans, Eva Know. Jerome Anthony. New York: Putnam Hale and Co., 1936.
Jerome Anthony, a little Negro boy, discovers a difference in obtaining food in the city as compared with the country. Jerome visits his aunt in the city. Everything seems strange, but soon he begins to adjust. His meeting with Araminta helps, and together they have fun.

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[35]State Board of Education, Alabama, Course of Study. p. 237.

[36]The Illinois Curriculum Program, p. 95.

Goldin, Augusta. Straight Hair, Curly Hair. New York: Thomas Y. Crowell, 1966.
A scientific explanation of why some hair is straight and some curly.

Lexau, Joan M. I Should Have Stayed in Bed! New York: Harper and Row, 1965.
Sam, a Negro and Albert, white, are friends in an integrated school.

Peterson, Melba F. Beya's Train Ride. New York: Friendship Press, 1961.
An African child who moves from village to city.

Randall, Blossom E. Fun for Chris. Chicago, Illinois: Albert Whitman and Co., 1965.
Chris, playing alone in his yard, invites a new boy to join him. He never notices Toby's brown skin. A third boy, Jimmy, does not wish to play with Chris and Toby. This is a sympathetic presentation of the idea that children, regardless of color, are the same everywhere.

Shapp, Martha and Charles. Let's Find Out Series. New York: Franklin Watts. (different publishing dates)
Integrated illustrations. Cover topics of interest: Big and Small, School, Firemen, Policemen, Houses, Signs, etc.

Taylor, Sydney. The Dog Who Came to Dinner. Chicago, Illinois: Follett Publishing Co., 1966.
A Negro family has dinner with the neighboring white family; many humorous situations with an uninvited dog.

Grade Two

The chief emphasis for second grade in terms of spatial dimension and time is the Immediate Community, to be dealt with more deeply and widely than in the first grade. Pertinent relationships to other communities and to the past should be emphasized. To widen and deepen understanding of environment, use should be made of short meaningful problems and current happenings relating to the larger world, to other peoples, and to the past. Children see and hear much through radio, television, the movies, and travel which provides a background for fruitful extension of learnings.[37]

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[37] State Board of Education, Alabama Course of Study, p. 241.

> Most schools are concerned with the study of community workers at this grade level. If it is found that the study of workers can be made in the first grade, such things as who makes the laws in the community, how their community differs from other communities in the United States and in other areas of the world can begin during the second grade. It is felt that definite beginnings can be made in the study of community life in other cultures. As certain holidays are emphasized, it might be interesting to study holidays observed in other cultures.[38]

Problems that may be encountered in the study of a minority culture are:

1. Members of the group to be studied may be outsiders in the community
2. The group may be an underprivileged one
3. Members of the group may themselves be self-conscious and not eager to have their culture an object of scrutiny in the school.[39]

The study of a culture may be done in a detached way. Indirect means are sometimes more effective for broadening appreciation on the part of the majority and for increasing the sense of pride and worth on the part of the minority. The following book list will help in pursuing a cultural relationship.

Beim, Jerrold. Swimming Hole. New York: Morrow Junior Books, 1950.
Negro boys, having fun at the swimming hole, find their clothes tied in knots by Steve, a new boy in the neighborhood. Steve expresses his dislike of Negro-white relationships. Soon he is ostracized by the original group. Steve regrets his attitude and a new philosophy is learned.

_____. Two Is a Team. New York: Harcourt, Brace and World, 1945.
Ted, a Negro boy, and Paul, a white boy, are the same age and size. They play happily together until they quarrel over making a scooter. They discover that only through cooperation in work and play can they clear up their difficulties.

Caldwell, John C. and Elsie F. Our Neighbors in Africa. New York: John Day, 1961.
Informative, with controlled vocabulary. Illustrations and photographs.

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[38]Illinois Curriculum Program, p. 95.

[39]Division of Curriculum and Instruction, Camden City Public Schools, "The Community and Its Helpers," Camden, New Jersey, n.d., no pp.

Justus May. New Boy in School. New York: Hasting House, 1963.
A small Negro boy's adjustment in a Tenessee school, in an all white grade, reveals his problems and how he works them out with the help of his classmates and the support of his mother and father.

Kessler, Leonard P. Here Comes the Strike Out. New York: Harper and Row, 1965.
Illustrations show the two main characters to be Negro and white; good interracial relationships.

Laxau, Joan M. Benjie. New York: Dial Press, Inc., 1964.
Benjie, a Negro boy, was too shy to speak to people who lived in his own apartment building. Granny always had to speak up for him. One day she lost her precious earring, and in Benjie's desperate effort to find it he forgot himself and accomplished what was necessary.

Lewis, Mary. Halloween Kangaroo. New York: Ives Washburn Inc., 1964.
Excellent portrayal of a Negro family.

Lipkin, William and Mardvinoff, Nicholas. Four-Leaf Clover. New York: Harcourt, Brace and World, 1959.
Two small boys, Mark and Peter, begin a summer vacation by looking for a four-leaf clover to bring them luck. They succeed in finding one in a meadow and in turn reap adventures with a bull, a horse, and a goat.

Stanek, Muriel and Johnson, Barbara. How People Live in the Big City. Chicago, Illinois: Benefic Press, 1964.
Integrated drawings and photographs.

Stevenson, Augusta. Booker T. Washington, Indianapolis, Indiana: Bobbs-Merrill, 1950.
In an easy-to-read format, this book relates the life and ambitions of Booker T. Washington, his education at the Hampton Institute and the building of Tuskegee University.

Grade Three

The major emphasis for third grade in terms of spatial dimension and time is the Community and its Relationship to Other Communities. They can deal with more complex aspects of their community. They have grown in the development of their time and space concepts and in their interest about the long ago and far away. Many opportunities need to be provided to develop understandings of the past and of the wider world.[40]

> Many schools study communities in contrasting geographical environment. It would be more significant to compare underdeveloped countries and some of their problems with certain phases of our industrialized civilizations, to compare communities and contrasting cultures and the reasons for their different beliefs, and to compare contrasting geographical environments.[41]

The suggested reading lists for each grade in the Primary level will be used together because the ability and interest range is wide.

Aliki (Aliki Brandenberg). A Weed Is a Flower: The Life of George Washington Carver. Englewood Cliffs, New Jersey: Prentice Hall, 1965.
The illustrations make this account different from others about the well-known ex-slave who improved agricultural methods and who, as Professor Carver of Tuskegee Institute, became a citizen honored by the world.

Brown, Marcia. Henry Fisherman. New York: Charles Scribner, 1949.
Henry, a Negro boy who lives along the seacoast of the Virgin Islands, has many interesting adventures. Kindness and loyalty toward his mother, consideration of strangers and friends, and Henry's ambitions and sincerity in sharing his common heritage are highlights of the story.

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[40]State Board of Education, Alabama Course of Study, p. 245.

[41]Illinois Curriculum Program, p. 95.

DeAngeli, Marguerite. Bright April. New York: Doubleday & Co., 1946.
The Bright Family, a warm and wholesome group, lives in Germantown, Pennsylvania. April, innocent of discrimination, becomes aware of prejudice. Through keen insight, gleaned from her parents and her Brownie Troop leader, April is able to work out a mature solution to her problem.

Derricotte, Elsie Palmer: Turner, Geneva Calcier; and Roy, Jessie Hailstalk. Word Pictures of Great Negroes. Washington, D.C.: The Associated Publishers, n.d.
Dramatized biographical sketches of prominent Negroes.

Faulkner, Georgene and John Becker. Melindy's Medal. New York: Julian Messner, Inc., 1945.
This is the story of a Negro family who had been living in a basement. Because of self-respect and family pride, this family moves into a new Boston housing project. The main character, Melindy, becomes a heroine, continuing in a family tradition.

Lerner, Marguerite Rush. Red Man, White Man, African Chief. Minneapolis, Minnesota: Lerner Publications, 1961.
An explanation of skin colorings.

Lewis, Richard W. A Summer Adventure. New York: Harper and Row, 1962.
Ross Pennock and his family lived on a farm. After a first visit to a zoo, Ross, a little Negro boy, decides to collect animals native to the farm area where he lives. Ross displays the different animals which he collected and discovers solutions to his questions.

Millender, Dharathula. Crispus Attucks: Boy of Valor. Indianapolis, Indiana: Bobbs-Merrill, 1965.
One of the fine victims of the Boston Massacre of 1770 was Crispus Attucks, who after his flight from slavery, was a harpooner aboard a whaling ship.

Roy, Jessie H. and Geneva C. Turner. Pioneers of Long Ago. Washington, D.C.: The Associated Publishers, Inc., n.d.
Negro adventurers in American history. Well illustrated.

Schloat, G. Warren. Duee, a Boy of Liberia. New York: Knoff, 1962.
Good photographs and easy text.

_____. Kwaku, a Boy of Ghana. New York: Knopf, 1962.
Local Ghanaian customs with good photographs.

Shackelford, James D. The Child's Story of the Negro. Washington, D.C.: Associated Publishers, 1962.
This history gives an introduction to African backgrounds and an explanation of Negro development in America. The achievements of the Negro in literature, drama, music, fine arts, education, science, and international relations are recounted. Twenty outstanding Negro figures are included.

Udry, Janice May. What Mary Jo Shared. Chicago: Albert Whitman, 1966.
A Negro family is illustrated with warmth and realism.

INTERMEDIATE GRADES (Fourth Grade - Sixth Grade)

The work for the intermediate grades continues with emphasis on understanding the immediate community, but at the same time there is emphasis on an expanded environment in both time and space, (i.e. local and state history for fourth grade, early American history for fifth, and the expansion period for the sixth grade).

Unit studies of people of other countries, such as, a study of another culture at each of these levels is considered important in developing a growing understanding of other groups and peoples.[42]

Cultural concepts:

1. Within the United States some persons live in ways which may be regarded as less desirable or less advanced. Often this is due to patterns of discrimination in education and economic opportunity.
2. A well-educated person appreciates beauty, but what each person regards as beautiful depends on the standards of beauty established by his culture. Some standards are common to all cultures.
3. Although the American culture is much affected by our connection with England, and our basic language is English, Americans have also been strongly influenced by many other national groups.
4. Other countries of the world too have considerable variation in their culture, particularly if the country is at all large.

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[42] State Board of Education, Alabama Course of Study, p. 250.

5. Even customs and beliefs we believe wrong and cruel had and have some element of justice and folk wisdom in them.
6. In the development of a primitive country some form of autocracy is often a necessary step in building democracy. However, autocracy does not always build a readiness for democracy.
7. The American wage earner is no longer inevitably a member of the lower class of our society. Similarly clerical jobs and ownership of a small farm or business may today be lower class. The complexity and increased training needed for many technical tasks have changed the status of many factory workers, as has the income received.[43]

Grade Four

The content of the fourth grade places stress on deepening and widening the child's understanding of his local community, but at the same time gives much emphasis to an expansion of his environment in both time and space. Local and state history are introduced. The expansion of the environment is further developed through a suggested study of a people or land in a different climatic region, and through a brief view of what the earth is like. Units of study aim to deepen community understandings, and also to see relationships between the community, state and nation.[44]

It is important for children to learn more about kinds of people, with emphasis not on the quaint and queer, but on common characteristics of all people. Different people have different cultures, attitudes and behaviors. These factors are not peculiar or inferior. It is important that children learn to deal with people as individuals rather than stereotypes. Each child comes to school with legions of things in common with all others but with individual differences. The little factor of individual differences is the pivot around which this whole world revolves.[45]

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[43]The Illinois Curriculum Program, p. 76.

[44]State Board of Education, Alabama Course of Study, p. 250.

[45]Division of Curriculum and Instruction, Camden City Public Schools, "Visualizing Our World," Camden, New Jersey, n.d.

At this grade level the study of United States history via a biographical approach lends itself readily to the inclusion of material about Negro history.[46]

The books in this reading list were chosen to widen the understanding of fourth graders toward Negroes.

Bontemps, Arna. Sad-Faced Boy. Boston, Massachusetts: Houghton Mifflin Co., 1937.
Three Negro boys, Sumber, Willie, and Rags, living on a farm in Alabama, discover an interesting contrast when they visit their Uncle Jasper in Harlem, New York. Their excursions to various places in New York City add excitement to this story.

Carlson, Matalie S. The Empty Schoolhouse. New York: Harper and Row, 1965.
The problems of integrating an all-white school. Good illustrations.

Eager, Edward. Well-Wishers. New York: Harcourt, Brace and Co., Inc., 1960.
A group of children unite to wish for "magic" to occur from the wishing well. The end result of a "magic" is always good but throughout the duration of the wish, intriguing adventures occur, including the aiding of a Negro family in the community.

Elting, Mary and Gossett, Margaret, Patch. New York: Doubleday & Company, Inc., 1948.
Patch, Joe and Tony Hall's airedale dog, and the little Negro girl, Sarah, are the main characters of this story. The boys teach Patch many clever tricks which win him praise and admiration, but which also get him into difficulties.

Evans, Eva Knox. Araminta. New York: Minton, Balch & Co., 1935.
Araminta, a little Negro girl living in the city, visits her grandmother, who lives on a Southern farm. She enjoys investigating the new sights and sounds of the country.

_____. Araminta's Goat. New York: G. P. Putham's Sons, 1938.
Araminta, a little Negro girl, revisits her grandmother at her Southern farm. To her surprise, the animals that she knew as young creatures are now mature and carrying on their own natural ways of life. Many delightful adventures occur for Araminta.

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[46]City School District, Syracuse, "Social Studies: Overview and Chronology of the Role of the Negro in American Life, K-12," New York, October, 1966, p. 1.

Faulkner, Georgene. Melindy's Happy Summer. New York: Julian Messner, Inc. 1949.

Melindy lived in the Federal Housing Project for Negroes in Boston. She went with children from her church to visit farms in Maine Melindy was frightened by the animals and of water. After adjusting herself, she becomes a heroine and saves a baby's life.

Fife, Dale. Who's in Charge of Lincoln? New York: Coward-McCann, 1965.

Good family relationships are shown in a middle-class Negro family in an urban setting. The plot is a little unrealistic.

Frick, C. H. Tourney Team. New York: Harcourt, Brace and Co., 1954.

Rocky Ryan threatens both the sportmanship quality of his team and his own membership because of racial prejudice. Through the help of a classmate, he begins to mature, to understand himself, to appreciate his fellowship with others, and to display good sportsmanship.

Gates, Doris. Little Vic. New York: Viking Press, Inc., 1951.

Little Vic, a race horse, was the son of Victory and grandson of Man-O-War. Jonathan "Pony" Rivers, a Negro jockey's orphaned son, loved horses. Pony worked at the farm where Little Vic was born. Pony's love for Little Vic made great things happen.

Hayes, Florence. Skid. Boston, Massachusetts: Houghton Mifflin Co., 1948.

Skid and his family decided to move from the small town in Georgia to a better environment, in an exclusive neighborhood in Connecticut. Skid, as member of the only Negro family in the neighborhood, is faced with difficulties in adjustment.

Hughes, Langston. The First Book of Africa. New York: Franklin Watts, 1960.

A topical and critical compression of a huge continent into a small space. There is adequate factual information, but it needs elaboration from other resources.

_____, and Meltzer, Milton. A Pictorial History of the Negro in America. New Jersey: Crown Publishers, 1963.

Photographs and text trace Negro history from slavery to recent times.

Hunt, Mabel Leigh, Ladycake Farm. Philadelphia, Pennsylvania: J.B. Lippincott Co., 1952.

The Freeds, a Negro family in Hoytville, move to a larger farm. The industriousness of this family in work, self-education, and family unity helps them to face adjustment to a location where they were not wanted at first but where they were fully respected and accepted.

Jackson, Jesse Call Me Charley. New York: Harper and Row, 1945.
The first Negro boy in a local school, his athletic ability won leadership and respect.

Keats, Ezra J. John Henry: American Legend. New York: Pantheon Books, Inc., 1965.
A hero for tall tales; an excellent addition to folklore collections.

Sterling, Dorothy. Captain of the Planter: The Story of Robert Smalls. New York: Doubleday and Co., 1958.
Ex-slave to be the first Negro as a commissioned officer in the Union Navy.

Sutherland, Efua. Playtime in Africa. New York: Atheneum Publishers, 1962.
Presents photographs of children in the new Africa, avoiding pictures of primitive tribes.

Grade Five

The content of the fifth grade is designed, in part, to aid children in getting a growing understanding of the early history of the United States, of its geography and economy, and of how life then was different from today. Topics include the discovery, exploration, and colonization period of our country, with geography, economics, and history learned through the study. The approach to the historical unit could be a comparison between the long ago and now.[47]

> The United States is primarily the area of concern in most schools. Here some new approaches could deal with the development and preservation of democratic institutions, including the idea that our government is not static but is evolving. An understanding of the development and preservation of values, rights, and responsibilities throughout the history of our country is important. Some emphasis should be placed on our current cooperative work with the underdeveloped countries and the contributions which other countries have made to us.[48]

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[47] State Board of Education, Alabama Course of Study, p. 255.

[48] Illinois Curriculum Program, p. 96.

> A study of the various ethnic groups in our country, the reasons for their coming, and reasons for their settling in a particular region are to be included. The beginnings of slavery, reasons why it flourished in the South, the evils of slavery and resulting social, educational and economic problems are to be considered. The traces of cultural contributions of various ethnic groups are to be brought out as each region is studied. Every effort should be made to show that our country is indeed a Melting Pot of Nations; from this ethnic diversity comes many talents and strengths and that students of every nationality should be proud of their heritage and should have equal opportunities in our democratic society.[49]

The purpose for preparing an integrated unit for the fifth grades in Camden, New Jersey, was "to help give American children some of the missing facts in our history; to instill in Blacks a pride in their African and American heritage; and to develop an appreciation and understanding of the contributions of the Black people to the nation. Blacks have made notable contributions in the fields of art, science, music, and government. Many have made the supreme sacrifice by volunteering during wars, displaying heroic acts of valor, defending our country, America."[50]

This purpose is also a directive in selecting materials for students; it is a guideline of topics to include in instructional materials. The purpose had an influence on the following reading list.

Bontemps, Arna and Conroy, Jack. The Story of the Negro. 3rd. ed. New York: Alfred A. Knopf, 1958.
The Negro from African background, the system of slavery and its effect upon Africans and Americans.

Dobler, Lavinia and E. A. Toppin. Pioneers and Patriots: The Lives of Six Negroes of the Revolutionary Era. New York; Doubleday and Co., 1965.
Peter Salem, Jean Baptiste Pointe de Sable, Phyllis Wheatley, Benjamin Banneker, Paul Cuffe, and John Chanis.

[49]City School District, Syracuse, "Social Studies," p. 1.

[50]Division of Curriculum and Instruction, Camden City Public Schools, "The Participation of the Black people in the Civil War," Camden, New Jersey, n.d., unpaged.

Douglas, Marjory S. Freedom River. New York: Charles Scribner's Sons, 1953.

In 1845, prior to and during Florida's statehood, Eben, the Negro boy, and Richard Thompson, the white boy who discovered the run-away Eben, become friends. A third boy, Billy Micco, an Indian Boy, also plays a major role.

Fisher, Aileen. A Lantern in the Window. New York: Thomas Nelson and Sons, 1957.

Story of the Underground Railroad.

Foster, Genevieve. Abraham Lincoln. New York: Charles Scribner's Sons, 1950.

This simply written biography of Lincoln contains incidents which reflect his lifelong gentleness and sincerity during the period of slavery, through the Proclamation of Emancipation, up to his assassination. The illustrations are well done and are meaningful.

Fritz, Jean. Brady. New York: Coward-McCann, Inc., 1960.

In the state of Pennsylvania, 1836, an Underground Railroad was formed for aiding runaway slaves from Virginia. Brady Minton, the preacher's son experiences many exciting adventures as he gains knowledge and changes his proslavery attitudes to antislavery convictions.

Gipson, Fred. Trail-Driving Rooster. New York: Harper and Brothers, 1955.

This trail-driving story begins in Texas in 1881. The tales of "Dick" the rooster, and his experiences with the men are true. Dick befriends Sam Goodall, the Negro trail cook. The episodes of Sam's protection of Dick and vice-versa are amusing and sometimes serious.

Gould, Jean. That Dunbar Boy. New York: Dodd, Mead, & Co., 1958.

Born in Dayton, Ohio. Paul Dunbar became one of America's famous Negro poets. Although the family had meager means, his parents believed in him enough to help him realize his dream of becoming a renowned poet.

Graham, Shirley. Your Most Humble Servant: The Story of Benjamin Banneker. New York: Julian Messner, Inc., 1949.

Eighteenth century Negro mathematician, inventor, architect, scholar, and planner of the nation's capitol.

Hambly, Wilfred D. Clever Hands of the African Negro. Washington, D.C.: The Associated Publishers, Inc., no date.

Well illustrated showing handicrafts and scenes of everyday life.

Hughes, Langston. Famous American Negroes. New York: Dodd, Mead, and Co., 1954.
Seventeen biographies of Negro men and women who have achieved success in various fields.

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Biographies of sixteen less well-known people.

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About the Underground Railroad.

Kugelmass, J. Alvin. Ralph J. Bunche: Fighter for Peace. (rev. ed.) New York: Julian Messner, Inc., 1962.
From Bunche's poverty-ridden childhood in Detroit to winning the Nobel Peace Prize.

Levy, Mimi Cooper. Corrie and the Yankee. New York: Viking Press, 1959.
Corrie, a little Negro girl, lives with her aunt and uncle in South Carolina. Her father became a scout for the Union Army after her mother died. Caring for a Yankee soldier, without being caught, is bravely handled by Corrie and the Negro people of the quarters.

Meadowcraft, Enid L. By Secret Railway. New York: Crowell, 1948.
In 1860, a Chicago boy befriends a Negro boy and becomes involved with the Underground Railroad.

Nolen, Eleanor Weakley. Job for Jermiah. New York: Oxford University Press, 1940.
Mount Vernon, Washington's Big House, is the site for Jeremiah's activities. Jeremiah, a little Negro boy, is seeking a job which promises travel and adventure. He becomes interested in cobbler workmanship, tailoring, blacksmithing, milling and most of all gardening.

Robinson, Jackie and Duckett, Alfred. Breakthrough to the Big League. New York: Harper and Row, 1965.
First Negro in the major leagues; a story of courage.

Stratton, Madeline R. Negroes Who Helped Build America. New York: Ginn, 1965.
Fourteen notable Negroes and their contributions in science, government, the arts, education and civil rights.

Tunis, Edwin. Frontier Living. Cleveland, Ohio: World Publishing Co., 1961.
The author has written of American frontier life from the eastern seaboard to the Far West. Because of the Kansas-Nebraska Act, slave holders squatted in Kansas. Missourians crossed the border to mark an illegal ballot for slavery. Kansas came into the Union as a free state in 1861.

Grade Six

The suggested content in sixth grade places emphasis on the growth and development of the United States as a nation, and the further development of the understanding of other peoples and countries. The study of the growth and development of the United States also should provide numerous opportunities to learn about the peoples who came from other lands to settle in our country.[51]

The program needs to be broadened to include all areas of the world. Too often it is limited to either old world backgrounds, Europe, or North and South America. Contrasting conditions with those in other countries can form a basis for understanding our culture better. Sixth grade pupils need to have some organized study of Asia, Africa, Russia, and the Middle East.[52]

> The course of study at this grade level includes the geography and history of the Middle East, Western Europe and Eastern Europe. Again, teachers are urged to emphisize that most of us have roots in the Old World, that waves of immigrations from various countries of the Old World resulted in the birth of the New World.
>
> A study of significant achievements of minority groups should be included as a natural part of this study of the Old World. We are also expanding the concept of slavery to show that no race was guiltless of this practice nor free from this burden at some time in its history.[53]

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[51] State Board of Education, Alabama Course of Study, p. 259.

[52] Illinois Curriculum Program, p. 96.

[53] City School District, Syracuse, "Social Studies," p. 2.

A unit of "Man--A Toolmaking Animal" traces the evolution of man from his beginning in Africa through the development of his prehistoric culture.[54]

Baker, Betty. Walk the World's Rim. New York: Harper and Row, 1965.
A friendship of a Negro slave and Indian boy in the 1500's during the exploration of Southwestern United States and Mexico.

Billings, Henry. All Down the Valley. New York: Viking Press, 1952.
The purpose of this authentic history is to trace the development of the complete Tennessee Valley Project. The Negro played a very significant role by helping to clear the whole area and building dams and power houses.

Bontemps, Arna. Chariot in the Sky: A Story of the Jubilee Singers. New York: Holt, Rinehart, and Winston, 1951.
A self-educated slave survives the Civil War and becomes a student and Jubilee Singer at Fisk Univeristy.

_____. Frederick Douglass: Slave - Fighter - Freeman. New York: Alfred A. Knopf, 1959.
The life of the self-educated slave, renowned in the annals of American hisotry as the leader of the anti-slavery movement. His own escape to freedom and his eventual role as spokesman for the abolitionists force him to flee to England. With the support of friends, Douglass buys his freedom and becomes a newspaper publisher.

Brodsky, Mimi. The House at 12 Rose Street. New York: Abelard-Schuman Limited, 1966.
Problems of a Negro family moving into an all-white community.

Chandler, Ruth F. Ladder to the Sky. New York: Abelard-Schuman Limited, 1965.
A Negro family in a predominantly white Northern community; emphasis on human relations.

Davis, Russell and Brent Ashabranner. Strangers in Africa. New York: McGraw-Hill Book Company, 1963.
Two Americans, one white and one Negro, discover that Nigerians are more concerned about character and individual worth than they are about skin color.

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[54]Division of Curriculum and Instruction, Camden City Public Schools, "Man--A Toolmaking Animal", Camden, New Jersey. n.d. no pp.

Guillot, Rene. Fofana. New York: Criterion Books, Inc., 1962.
Fofana, young chief of the Lobi tribe, and a French boy share an extraordinary adventure in the jungle of Equatorial Africa.

Haines, Madge and Morrill, Leslie. John Muir. Nashville, Tennessee: Abington Press, 1957.
John Muir's life is accounted for in this simple biography. It reveals in detail his trek across the nation and his instigating the establishment of our National Parks. On his journey Negro families who had been slaves before the Civil War shared their cabins with him.

Hughes, Langston. The First Book of Negroes. New York: Franklin Watts, Inc., 1952.
Information about the Negro in history.

Johnson, E. Harper. Kenny. New York: Henry Holt and Co., 1957.
Based on actual experiences. Kenny, a son of a Negro engineer working in Uganda, has many adventures with a white friend and an African friend.

Judson, Clara I. Petar's Treasure. Boston, Massachusetts: Houghton Mifflin Co. 1945-58.
America meant a land of great opportunity to the Petrovichs after their arrival from Dalmatia. American ways and language were difficult to learn. Petar's friendship with George, a Negro navigator, helped strengthen his courage and loyalty to America.

Shotwell, Louisa R. Roosevelt Grady. Cleveland, Ohio: World Publishing Co., 1963.
Roosevelt Grady and his Negro migrant family are constantly adjusting. Roosevelt longed to stay in the same school, to find a home where there was work for his father all-year-round and to have an older brother. All these dreams come true after disappointments and deep scheming.

Springboards. The Negro in American History - I. New York: Portal Press, n.d.
This program develops in both Negro and white students the realization that Negroes have been present and active in a variety of roles in our history from early exploration of the continent to the present.

Woodson, Carter G. and Wesley, Charles H. Negro Makers of History. (rev.) Washington, D.C.: Associated Publishers, 1958.
How Negroes have helped to make America.

Yates, Elizabeth. Amos Fortune, Free Man. New York: E.P. Dutton and Co., 1950.

Amos Fortune was sold into slavery in America in 1725, although he had been born free in Africa. After approximately 40 years of servitude, Amos was able to buy his freedom and that of several others. When he died, Amos was a respected free man and a worthy citizen.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Searching through many sources for elementary school level books about the Negro showed the limitations on selection.

There are an increasing number of books that could be considered for Kindergarten through sixth grade. This does not include any selection at the junior high level for the more able readers. Books reviewed included: biography, fiction, including easy to read and picture books; documentary; and reference books with compiled information.

Interest in Africa is becoming greater and there are few books available for the elementary school children on this topic. Those that have been done are excellent in their treatment, for the children can see Africa with contemporary children of the continent. They provide an easier comparison for the children to understand Africa today. A wider variety is needed with many areas of Africa represented. The photographs tell the best stories with their realism.

The difficulty in selection of books for the elementary grades was finding books with Negro children in primary roles. Most were in equal or secondary roles with white children. The annotations show stories involving two children, one white and one Negro. The reading lists in the primary grades were short because of the repetition of the equality of roles. The writer tried to develop

balanced list with books with only Negro children. Independence needs to be shown, as well as equality.

The literature search revealed many suggestions for methods used to integrate the materials. Most methods of integration were for United States History and aimed at the junior high and senior high schools. While bibliographies formed over the years showed continuous development of materials in many subject areas, very few included books for the elementary grades.

A comprehensive study is needed periodically about individual books for children about Negroes. From such a comprehensive study, criteria for meeting the needs of different children should be developed and used in future books.

Considering the Negro population and locations, very few schools are meeting the needs of their children, with their curriculum or library content. Those who are responsible, whether Negro or white, are not educated enough about the Negro, to plan an integrated program. School personnel should become acquainted with the history of the Negro, to better select and obtain materials for classroom and library use.

The reading list for school personnel was difficult to compile because of the wide variety of materials about Negro history. The selection was made for those who have little time for detailed preparation, though there are items for further reference if details were required. Before beginning a program integrating materials about the Negro, the librarians, teachers, and administrators will have to know exactly what they want to include. The limitations of each grade, each curriculum area, and each group being exposed to these materials need to be defined. Once this has been established a more selective

approach can be taken in the preparation of a program. The personnel involved will select and read according to need.

A well balanced integrated program in an elementary school should include increased emphasis on materials concerning Negroes.

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